



COLLEGE, CAREER AND LIFE SKILLS CENTER AT MOUNTAIN VIEW HIGH SCHOOL

MARANA UNIFIED SCHOOL DISTRICT | TUCSON, ARIZONA

2021 LE SOLUTIONS AWARDS
SMALL PROJECT



1 EXECUTIVE SUMMARY

Through interactive programming and design workshops with administrators, the principal, faculty and staff, a project originally intended to be a standard classroom replacement on an extremely irregular site evolved to address several unique issues in one special building. Students who traditionally do not interact often, special education (SPED) and mainstream, share this facility and prepare for life after high school together. The project incorporates 21st century strategies to address academic needs, but more importantly, encourages social interactions and collaboration in a dignified, comfortable setting, while helping to present a new, progressive image for this public school in a community inundated with many competing charter and private schools.

2 SCOPE AND BUDGET

MOUNTAIN VIEW COLLEGE CAREER & LIFE SKILLS CENTER

OWNER

Marana Unified School District

LOCATION

Mountain View High School
Marana, Arizona

FACILITY TYPE

New Construction -
Small Building

GRADE LEVELS

9-12

SIZE

8,500 SF BLDG

CONSTRUCTION COST

\$2.9 Million

DELIVERY

CM@Risk



This small building project is 8,500 SF and the construction cost was \$2,893,000. Programmed spaces include a classroom for Severe and Profound students, a Life Skills model studio apartment with kitchenette, bathroom and front door, Sensory Room, and a SPED office with spaces for speech pathologist, school psychologist, private waiting and IEP meetings. The building also includes a College and Career Center with drop-in resource room for filling out applications, FAFSA forms and building resumes, conference space for meeting with potential employers and college representatives, and indoor and outdoor socialization and group work areas.

3 SCHOOL AND COMMUNITY ENGAGEMENT

ENGAGEMENT PROCESS

DESIGN WORKSHOPS

- COUNSELORS
- SPED TEACHERS
- STAFF
- SCHOOL ADMINISTRATION
- DISTRICT LEADERSHIP

WORKSHOP TOPICS

- GOAL SETTING
- UNDERSTANDING FACTS
- IDENTIFYING NEEDS
- REVIEWING OPTIONS
- BUILDING CONSENSUS



The Community

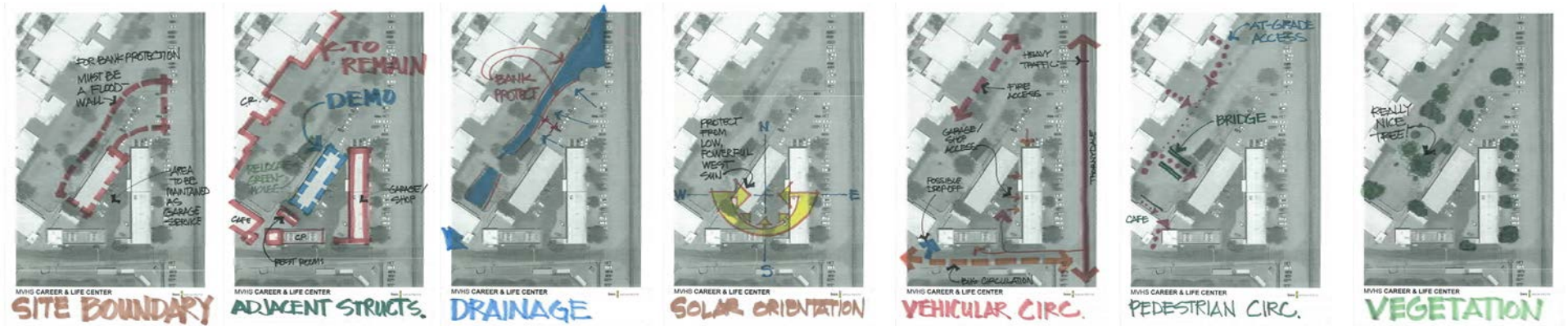
The Marana USD community is growing, and the neighborhoods surrounding Mountain View High School, built in 1986, are extremely diverse. Because of this, the school strives to balance opportunities for students in career and technical education, higher learning, and exceptional student services (special education).

Stakeholders

The team utilized an engaging process of brainstorming, workshops, and displayed thinking techniques to foster dialogue, ignite creativity, generate ideas, and make sure everyone's voice was heard. With the high school's principal, special ed teachers, counselors, district administrators and other faculty and staff, the team empathetically developed a building program to assist with the goal of providing disabled, SPED students an education in the least restrictive environment possible alongside non-disabled students.

SITE ASSESSMENT

SITE ANALYSIS DIAGRAMS WERE CREATED AND CONTINUALLY UPDATED TO DOCUMENT FACTS ABOUT THE COMPLEX PROJECT SITE



PRELIMINARY RENDERING OF PROPOSED ACCESSIBLE BUILT-IN SEATING

Challenges

Creating an environment that supports inclusion, equity and access for students with disabilities was critical. A limited budget, the threat of competing charter schools moving into the area, a tight site constrained by an existing auto shop building on one side and a concrete drainage channel and its flood-related regulations on the other, and a very small window to the adjacent roadway were just some of the obstacles to be addressed.

Value of Process and Project to the Community

Expectations for this project were low at the start. As Russ Federico, the school district's Executive Director of Safety, Bond and Capital Projects, said, "The primary mission was to replace a failing building that some of our neediest students were using with a safer, more accessible space." However, as the small team began the goal-setting portion of the design process, aspirational visions began to emerge and the project unexpectedly evolved from simply replacing portables that housed special ed classrooms to a broader, much more inclusive project that better integrates the SPED program into the mainstream campus environment. The resultant facility offers all students, mainstream and SPED, a preview of what to expect during the next stage of their lives after high school. The facility also has become a community resource, available evenings and on weekends for a variety of activities.

4 EDUCATIONAL ENVIRONMENT DESIGN

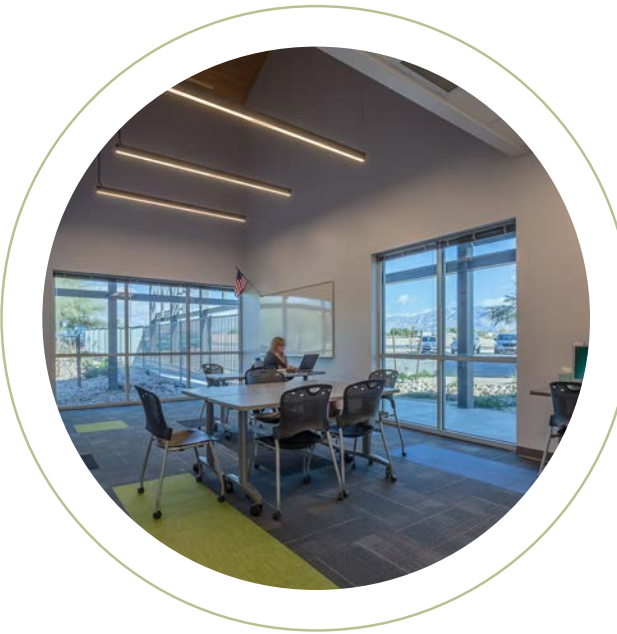
Educational Vision and Goals of the School

Students with disabilities should be provided an education in the least restrictive environment possible and in a place that matches, as closely as possible, the child's home. To the maximum extent appropriate, students with disabilities should be educated with non-disabled students.

The major goal of this project is to support students who are transitioning in life, whether it is to be living on their own, moving into the workforce, or starting college.



LIFE SKILLS LEARNING CENTER



RESOURCE CENTER



OUTDOOR GATHERING SPACE

4 EDUCATIONAL ENVIRONMENT DESIGN



Supports the Curriculum

The project is an embodiment of the belief that mainstream and SPED students both have something immeasurably valuable to gain from one another. The building offers dignified spaces reminiscent of today's higher education, home and workplace environments. The CC&LS Center encourages student interaction by providing spaces that support the needs of all students. The variety of indoor and outdoor spaces for learning and socializing attracts students from all over campus. The Center is also ideal for an array of activities, including college and career fairs.

While privacy is sometimes a concern in this facility, visibility into and out of the learning spaces offers students the opportunity to see and be seen. This is critical to creating an environment in which the gradual release of responsibility, from the teacher to the student, is a key goal of the curriculum.

EDUCATIONAL ENVIRONMENT DESIGN

Supports a Variety of Teaching and Learning Styles

Spaces support structured, hands-on, project-based learning activities like washing and folding laundry, cooking, and playing games. The building also provides places for small and large group work as well as one-on-one, focused interaction, including counseling and IEP reviews with students and parents.

The CC&LS Center accommodates the High School's special needs program with spaces designed specifically for students with severe/profound disabilities and includes a co-teaching classroom and work area. The Life Skills Learning Center (pictured here) is envisioned as a model studio apartment complete with kitchen, laundry and other living spaces.



EDUCATIONAL ENVIRONMENT DESIGN

Floor Plan

Graduates from fully enclosed learning and working spaces on the east side to informal gathering areas located where anyone can observe the covered outdoor spaces on the west side.



OUTDOOR LEARNING SPACE



LEARNING CORRIDOR



CLASSROOM SPACES



EDUCATIONAL ENVIRONMENT DESIGN



Adaptable and Flexible

The building plan is organized in layers consisting of enclosed classroom spaces to the east, a learning corridor, and a linear, covered outdoor area on the west. The undulating shared learning corridor varies in width to serve as the main circulation way, accommodating wheelchair navigation and as well as a wide array of break-out educational and social activities.

On the interior, built-in seating, the bay window, movable and adjustable furniture, and lots of glazing provide variety, flexibility and transparency to interior and exterior activities. Spaces also vary from highly public to extremely private.

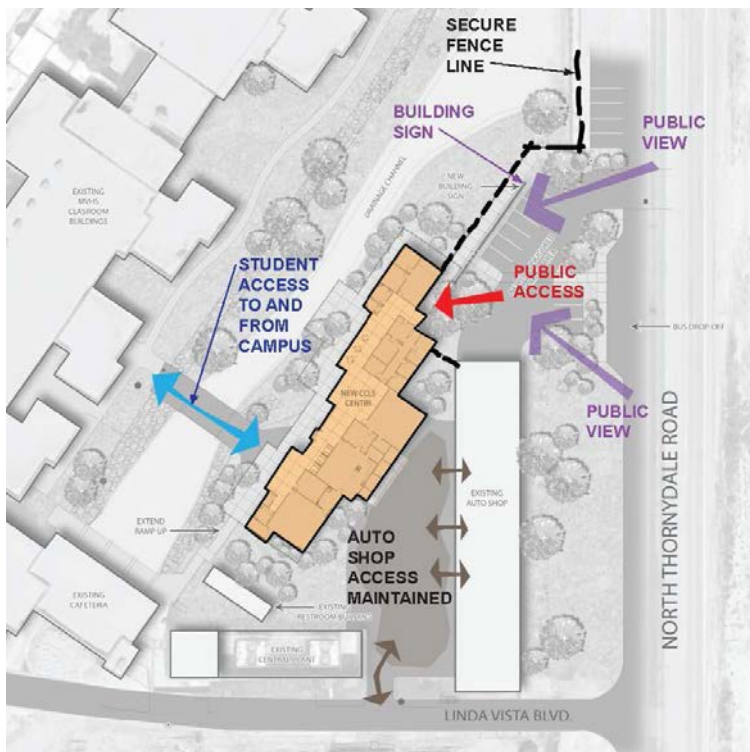


FLOOR PLAN IS ORGANIZED IN LAYERS / ZONES

5 PHYSICAL ENVIRONMENT DESIGN

Site Plan

Located on a tight site between the existing auto shop and a drainage channel previously occupied by two portable buildings and an abandoned greenhouse, the new building steps to preserve existing trees on the west side, maintain access into the existing auto shop, and to conform to the size constraints. The west elevation faces a wide drainage channel, and with augmented existing vegetation and hardscape, imparts the feeling of a riverfront location.





Physical Attributes of the Environment: Transparency and the open Learning Corridor provide ample opportunity for students to observe the activities of other students and campus visitors. Materials are colorful, vibrant and warm, unlike the rest of the campus which is gray and beige adorned with the school's colors of silver and black. Natural light animates the interior spaces, changing from morning to evening and throughout the seasons.

Community Context

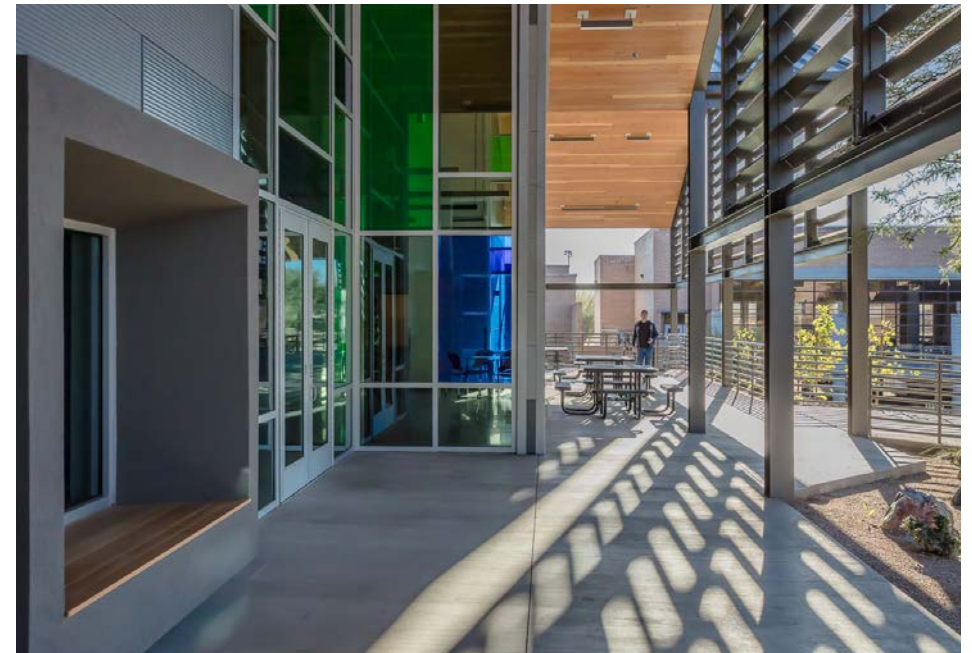
Although tightly constrained on the site, the building reaches out to give the entire campus a roadside "face lift". **"WE KNEW WHAT OUR SCHOOL OFFERED WAS A GREAT CHOICE FOR FAMILIES AND THIS BUILDING ACTUALLY HELPS ATTRACT SOME OF THOSE FAMILIES TO COME CHECK US OUT."** says Russ Federico, Executive Director, Operational Support.

Project Inspires and Motivates

Like a higher education environment, the CC&LS Center is a place for students to see and be seen. Along with programmed learning and resource spaces, the facility provides access to the outdoors and offers students unstructured indoor spaces for socializing, chance interactions, or gathering with friends. The Center delivers variety and choice as the school gradually releases responsibility to the student, helping to create equity and building the self-esteem of all students.



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6 RESULTS OF THE PROCESS AND PROJECT



Educational Goals

The overall hope for the building was to create a meaningful learning environment for all students at Mountain View High School. Principal Todd Garelick says, **“WE HAVE BEEN ABLE TO UTILIZE EVERY INCH OF THE SPACE FOR CLASSROOM TEACHING, STUDENT LEARNING AND ENGAGEMENT AS WELL AS SOCIAL EVENTS. OUR SPECIAL NEEDS/EXCEPTIONAL STUDENT POPULATION WAS HOUSED IN A PORTABLE PRIOR TO THE CONSTRUCTION OF THIS BUILDING. NOW, THEY ARE HOUSED IN THE MOST BEAUTIFUL BUILDING IN THE DISTRICT.”**

School District Goals and Objectives

Marana USD focuses on equity. Equity is achieved in this space as everyone is afforded the necessary accommodations to attain their own success. The building design recognizes that not every student needs the same thing to reach their potential, but everyone needs support in one way or another.

Community Goals

“As a community, we value every student. When we combine equity and the belief that every student can learn, we see the opportunity for those goals to be achieved. It is an amazing environment that is created and the support of every student is evident. We are also able to service our community in this building and provide support to everyone, through college and career training and planning, special needs support, a location for meetings and a place to celebrate our students.” - Todd Garelick, Principal

RESULTS OF THE PROCESS AND PROJECT



Unintended Results and Achievements

Mountain View High School has been able to host events that were never intended. Scholars of the year were honored in the Learning Corridor, as the space served as the perfect banquet hall under the soaring wood ceilings and the falling afternoon light. Principal Garelick says, **“THE BUILDING IS RECOGNIZED BY EVERYONE IN OUR COMMUNITY. MANY SEE THIS BUILDING AS THE CATHEDRAL FOR LEARNING AT MOUNTAIN VIEW. THEY ALSO SAY THAT THIS IS THE KIND OF BUILDING YOU FIND IN FLAGSTAFF, NOT TUCSON, AND ARE ASTOUNDED BY ITS BEAUTY AND THE IMPACT IT HAS HAD ON OUR STUDENTS.”**

7 SUSTAINABILITY AND WELLNESS



Energy Efficiency within the Solution

The building "skin" consists of a prefinished insulated metal panel system which contributes to a high-performance, continuous, energy efficient building envelope. Steel louvers on the west side protect and shade the building and exterior spaces from the harsh desert sun. Low E glazing further contributes to the building's energy efficiency. Roof valleys are equipped with gutter systems that can be connected to rainwater collection tanks that have been designed for future implementation. These tanks will be located where students can observe and monitor the harvesting of rainwater.

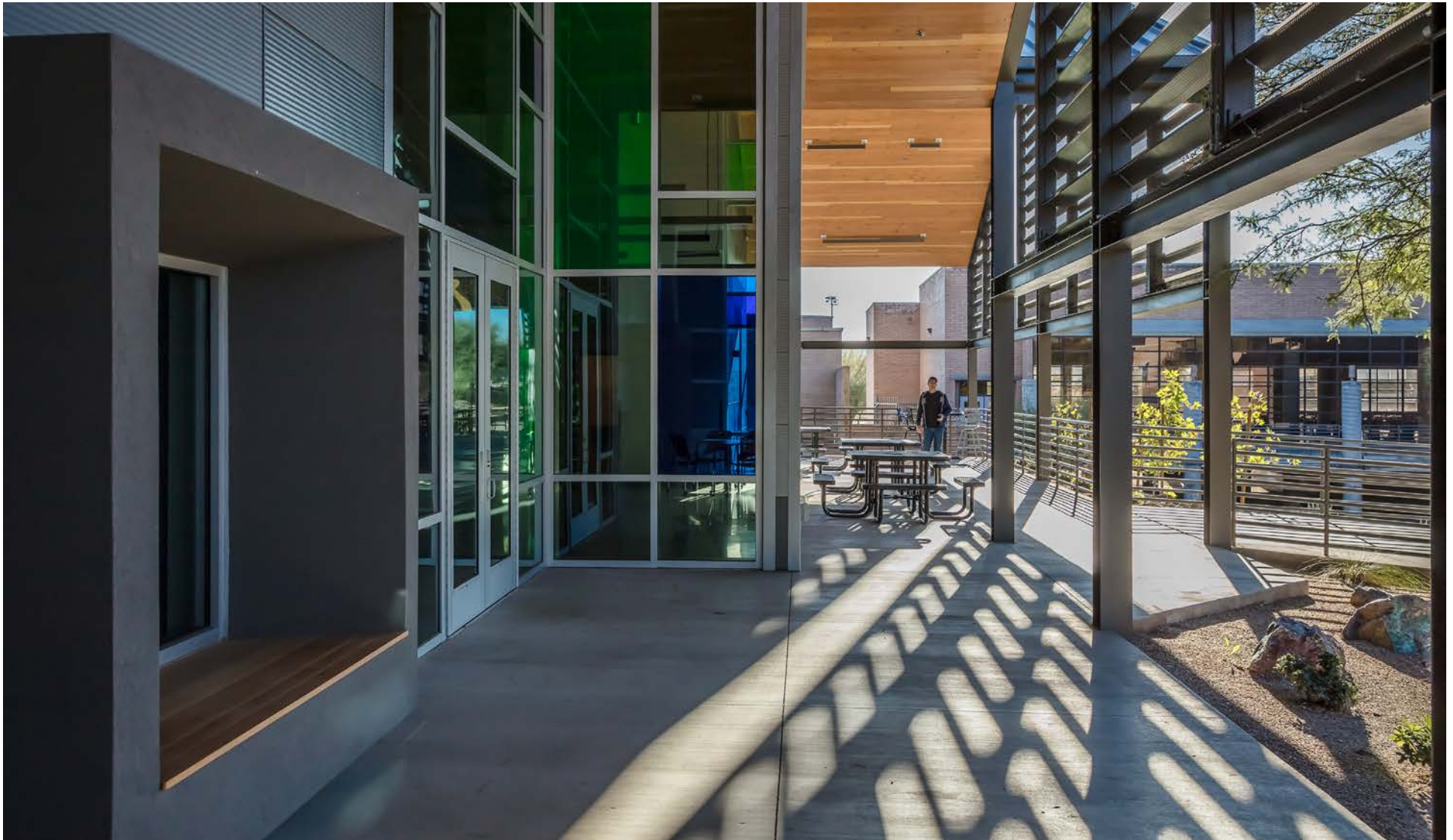
SUSTAINABILITY AND WELLNESS



Durable and Green Materials

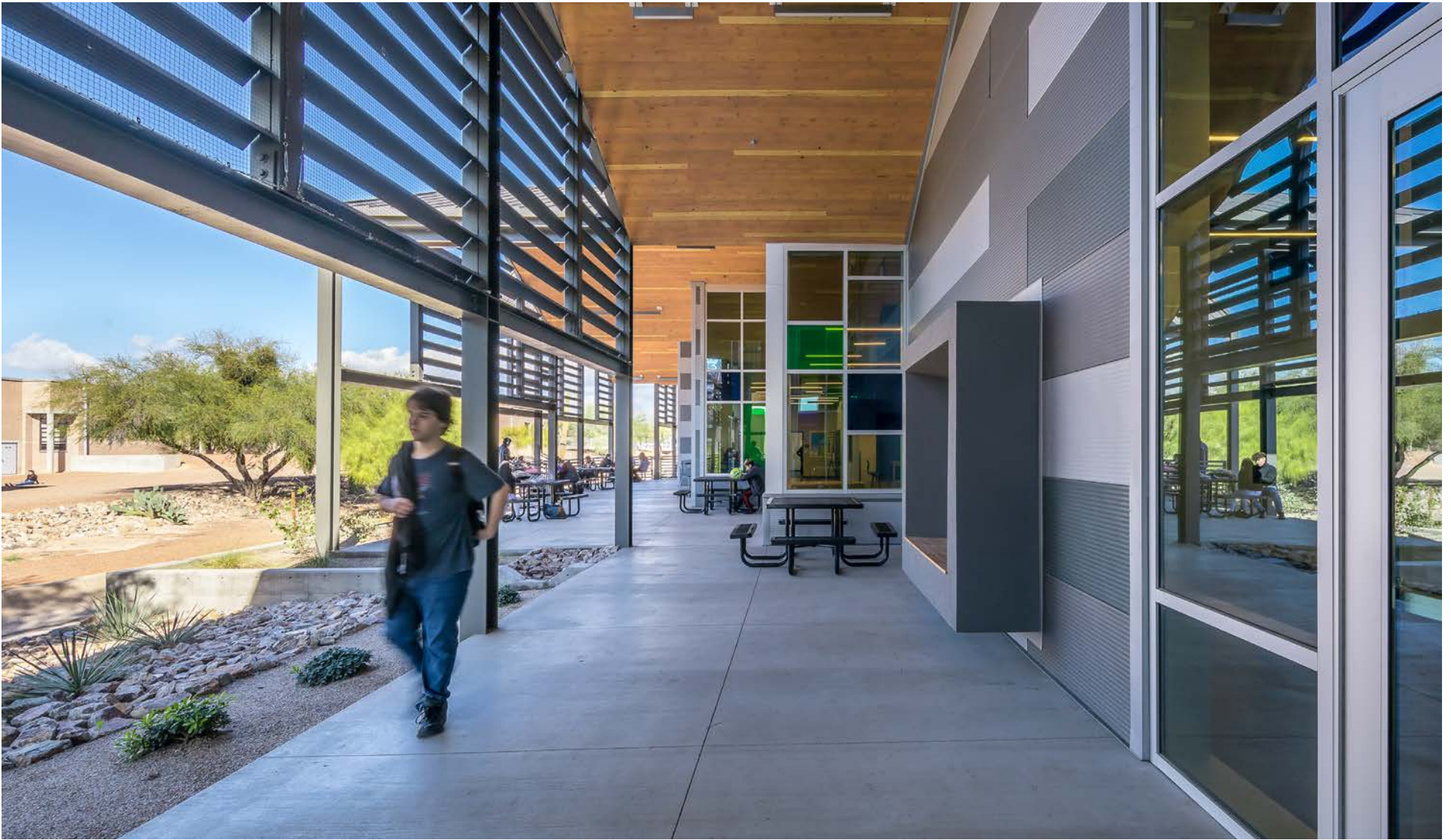
The prefinished, modular, insulated panel building system significantly shortened the construction duration and contributes to a low-maintenance building.

SUSTAINABILITY AND WELLNESS



Exposed wood ceilings, inside and out, are protected from the weather and will age gracefully. Materials exposed directly to the sun, such as painted structural steel and pre-finished metal wall and roof panels, will require minimal maintenance to remain in sound condition.

SUSTAINABILITY AND WELLNESS



Healthy Environmental Aspects

The building configuration creates opportunities for outdoor collaboration and interaction while providing views of the natural environment from within, enabling building users to enjoy the proven associated health benefits.

SUSTAINABILITY AND WELLNESS

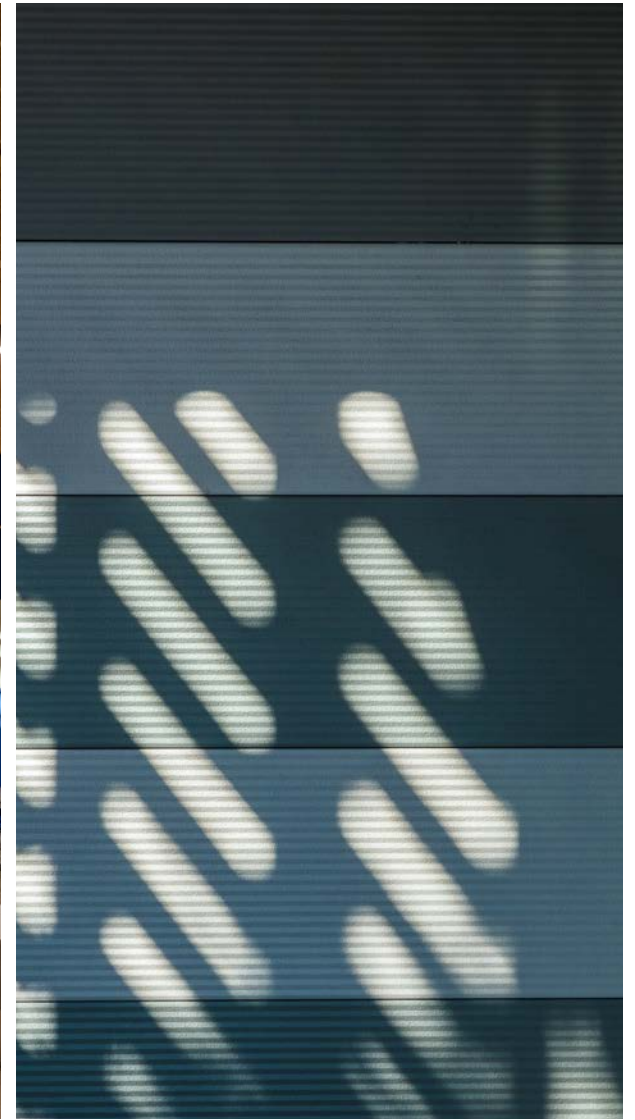


Existing Trees

The building responds to the context, respecting the natural environment. The building steps to allow large shade-producing Mesquite and Palo Verde trees to remain.



SUSTAINABILITY AND WELLNESS



Light Quality

The indoor and outdoor spaces change throughout the day and with the seasons as sunlight filters in through protective shade screens and colored and clear glass. LED lighting with automatic controls is energy efficient and supplements the interior natural lighting as needed.